

Assessment and Training Referral Guide for Northwestern Ontario Employment Ontario Service Delivery Partners

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Literacy &
Basic Skills

Adult
Education

Client

Other
Supports

Employment
Service

**EMPLOYMENT
ONTARIO**

Ontario's employment & training network

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Guide Overview

The purpose of the Assessment and Training Referral Guide is to enhance successful outcomes for Employment Ontario (EO) clients. This is done by providing EO service providers with the tools and information they need to

- identify whether or not clients are academically prepared to reach their goals
- make appropriate client referrals within the EO service delivery network and/or the community at large

This guide and the accompanying tools are to be used as a “toolkit”. Service providers may use any or all of the tools at various times, for different purposes and in a variety of ways to best serve their clients. Tools created through this project can be easily adapted for individual agency or community use. Some of the tools have been created by other agencies. If you wish to adapt them, please contact the agency first for permission.

For the purpose of this project, the terms “assess” and “assessment” refer to the process of identifying whether or not a client may benefit from literacy and essential skills development.

This process is

- **not** meant to replace an agency’s initial intake and assessment practices
- meant to enhance the service providers’ capacity to make appropriate referrals and support client transitions among the EO service delivery network and/or the community

The Assessment and Training Referral Guide contains the following tools.

- a. Common referral form - can be customized for agency or community use
- b. Referral protocol to help determine client pathways based on goals of
 - Apprenticeship
 - Employment
 - Independence
 - Secondary School Credit
 - Post-Secondary Education
- c. Initial literacy and essential screening tools and question prompts
- d. Sample Employment Ontario Client Profiles
- e. PowerPoint Presentation – an introduction to the referral guide and toolkit

Employment Ontario Network

Employment Ontario (EO) is a network of employment and training service providers funded by the Ministry of Training, Colleges & Universities (MTCU). EO's primary goal is to offer seamless and integrated services to those living in Ontario, through its network of service providers.

For more details about the services provided by the EO network, please see www.ontario.ca/employmentontario.

Apprenticeship

The Apprenticeship program offers those interested in skilled trades an opportunity to learn practical skills from already certified professionals. There are different programs and services to help people move toward this goal, such as

- pre-apprenticeship training
- “Loans for Tools” program

Clients can also earn a college diploma while in apprenticeship training. It can be started as early as high school through the Ontario Youth Apprenticeship Program (OYAP). OYAP clients can receive hours towards their apprenticeship while they are completing high school credits.

For more details about the Apprenticeship services and programs available, please see www.tcu.gov.on.ca/eng/apprentices.

Employment Service (ES)

The ES program provides a wide range of services and resources. Clients and employers can access the services and programs offered by ES agencies. ES agencies can help employers hire people with the skills that are needed. Each ES agency has a resource area that offers clients access to

- job boards (a listing of current job postings)
- career and occupation resources
- local labour market information
- other Employment Ontario program information

Employment Service and Assessment Centres also provide more individualized support in the form of client services and supports (workshops) such as

- personalized advice and services to help people assess their skills and experience
- job search, matching, placement and retention services
- resume development, interview preparation
- resource area
- employment counselling and job development

For more information or how to access an Employment Service agency, please see www.tcu.gov.on.ca/eng/employmentontario/jobs.

Literacy and Basic Skills (LBS)

The Literacy and Basic Skills (LBS) program supports the development of skills, knowledge and behaviours that help adults achieve their full potential

- at home
- in school
- in the community
- at work

The LBS program is offered through four streams – Anglophone, Francophone, Deaf and Aboriginal. LBS is

- free and confidential
- offered in English, French and American Sign Language (ASL)
- delivered by community-based agencies, school boards and community colleges
- delivered through one-to-one tutors, small or large classrooms, online distance education – depends on the community need and agency capacity

Literacy and Basic Skills (LBS) agencies offer the following services.

- a. Information and referral – information about Employment Ontario (EO) programs and other community services and supports
- b. Literacy Assessment – assess client’s literacy skills and help client to establish and/or set learning goals
- c. Learner Plan Development – includes learning goals, activities and timelines
- d. Training – literacy and essential skills development that aligns with the learner’s goal path as outlined in the Ontario Adult Literacy Curriculum Framework (OALCF)
- e. Follow-up – value and effectiveness of the LBS program is evaluated at regular intervals

LBS is for adults that

- are 19 years of age or older - some exceptions to this rule may apply
- lack the basic literacy and essential skills they need to achieve their full potential at home, in school, in the community, and at work
- have been out of school for one year or more
- are able to demonstrate the desire and capacity to learn and make progress

For more information about the Literacy & Basic Skills program, please see <http://www.tcu.gov.on.ca/eng/employmentontario/backtoschool/>.

Literacy and Basic Skills (LBS) and the Ontario Adult Literacy Curriculum Framework (OALCF)

The LBS program has historically delivered training through a model that was

- learner-centred
- goal-directed
- skills-based

The new Ontario Adult Literacy Curriculum Framework (OALCF) builds upon and strengthens this model by adding a task-based approach to

- training and assessment
- transition-oriented programming

The new curriculum framework also defines five learner or client goal paths

- Apprenticeship
- Employment
- Independence
- Secondary School Diploma
- Post-Secondary Education

A Learner Plan is developed based upon the client's goal path and skill level(s). The Learner Plan focuses on the client's specific training needs and identifies

- training materials
- tools
- activities
- supports

The OALC Framework is tasked-based like the Essentials Skills profiles. The Essential Skills profiles describe the level of complexity of tasks that a person would need to be able to perform in order to do a specific job well. The OALCF identifies three levels of complexity for tasks, which align with the Essential Skills levels.

The OALCF is organized into six broad competencies or essential skills

- Find and Use Information
- Communicate Ideas and Information
- Understand and Use Numbers
- Use Digital Technology
- Manage Learning
- Engage with Others

For more details about the OALCF competencies and complexities, please see the charts on the next page or <http://www.tcu.gov.on.ca/eng/eopg/oalcf/>.

Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator
A. Find and Use Information	A1 Read continuous text	A1.1 Read brief texts to locate specific details	A1.2 Read texts to locate and connect ideas and information	A1.3 Read longer texts to connect, evaluate and integrate ideas and information
	A2 Interpret documents	A2.1 Interpret very simple documents to locate specific details	A2.2 Interpret simple documents to locate and connect information	A2.3 Interpret somewhat complex documents to connect, evaluate and integrate information
	A3 Extract info from films, broadcasts and presentations	Tasks in this task group are not rated for complexity.		

Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator
B. Communicate Ideas and Information	B1 Interact with others	B1.1 Participate in brief interactions to exchange information with one other person	B1.2 Indicate and maintain interactions with one or more persons to discuss, explain or exchange information and opinions	B1.3 Initiate and maintain lengthier interactions with one or more persons on a range of topics
	B2 Write continuous text	B2.1 Write brief texts to convey simple ideas and factual information	B2.2 Write texts to explain and describe information and ideas	B2.3 Write longer texts to present information, ideas and opinions

	<p>B3 Complete and create documents</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>B3.1b Create very simple documents to display and organize a limited amount of information</p>	<p>B3.2a Use layout to determine where to make entries in simple documents</p> <p>B3.2b Create simple documents to sort, display and organize information</p>	<p>B3.3a Decide what, where and how to enter information in somewhat complex documents</p> <p>B3.3b Create more complex documents to sort, display and organize information</p>
	<p>B4 Express oneself creatively</p>	<p>Express oneself creatively, such as by writing journal entries, telling a story and creating art</p>		

Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator
C. Understand and Use Numbers	C1 Manage money	C1.1 Compare costs and make simple calculations	C1.2 Make low-level inferences to calculate costs and expenses that may include rates such as taxes and discounts	C1.3 Find, integrate and analyze numerical information to make multi-step calculations to compare cost options and prepare budgets
	C2 Manage time	C2.1 Measure time and make simple comparisons and calculations	C2.2 Make low-level inferences to calculate using time	C2.3 Find, integrate and analyze numerical information to make multi-step calculations using time
	C3 Use measures	C3.1 Measure and make simple comparisons and calculations	C3.2 Use measures to make one-step calculations	C3.3 Use measures to make multi-step calculations; use specialized measuring tools

	C4. Manage data	C4.1 Make simple comparisons and calculations	C4.2 Make low-level inferences to organize, make summary calculations and represent data	C4.3 Find, integrate and analyze data; identify trends in data
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Competency	Task Group	Level 1 Indicator	Level 2 Indicator	Level 3 Indicator
D. Use Digital Technology	n/a	D.1 Perform simple digital tasks according to a set procedure	D.2 Perform well-defined, multi-step digital tasks	D.3 Experiment and problem-solve to perform multi-step digital tasks
E. Manage Learning	n/a	E.1 Set short-term goals, begin to use limited learning strategies, and begin to monitor own learning	E.2 Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	E.3 Set realistic short- and long-term goals, use a variety of learning strategies, and monitor and evaluate own learning
F. Engage with Others	n/a	This competency is not rated for complexity.		

Wrap-Around Supports

Wrap-around supports refer to social services and supports that aren't offered by a specific Employment Ontario (EO) agency. These supports are needed to help the client or learner achieve their goal. Wrap-around supports include public and social services and supports such as

- affordable housing
- food
- mental health
- Ontario Works (OW)
- Ontario Disability Support Program (ODSP)
- and more

For more details about public services available in your community, please see www.211north.ca

Sample Employment Ontario Client Profiles

To help build awareness of services available from Employment Service (ES) and Literacy Basic Skills (LBS) programs, examples of clients are included in this guide. These profiles are to help service providers make more appropriate referrals. The profile names are fictitious and aren't meant to represent any specific individual.

Literacy and Basic Skills Success Story

In recognition of Adult Learners' Week 2012, Darryl Bear shared his story with radio listeners of Superior Morning on CBC. To hear Darryl's interview, please click

<http://www.cbc.ca/superiormorning/episodes/2012/03/27/literacy-northwest/>)

Goal: Employment

Jane

- is 46 years old
- has worked in a variety of customer-service related jobs
- was most recently employed with a local small business

When the business closed and Jane decided to find alternate employment in the home-care sector. She contacted the local employment service provider to get help. Jane completed the intake assessment and worked with an Employment Counsellor to

- update her resume
- learn about accessing the hidden job market
- look at the skills that she would need to be a home-care worker

Jane then worked with a job developer who helped to find an employer who was interested in having Jane for a job trial. The employer received a subsidy to help offset staff costs and Jane received on-the-job experience.

Goal: General Equivalency Diploma (GED) to Post-Secondary

Jason

- is 23 years old
- was removed from his home in a remote northern community and was re-settled with his guardians
- left school at 16
- has no work experience
- is recovering from substance abuse
- wants to go to post-secondary studies but needs to upgrade his skills

Jason contacted the local LBS Program for help. After completing the initial assessment process, which includes goal-setting activities, he realized that he wanted to get his Grade 12 Diploma instead of his General Equivalency Diploma. Jason couldn't afford to pay for the courses from the local school board. The LBS provider contacted WAHSA Distance Learning, who is a First Nation education provider through the Northern Nishnawbe Education Council.

Through this provider Jason

- received the course work by mail
- had support from the LBS program which provided a tutor and basic skills training
- sent his work back to WAHSA to be marked
- received progress reports which were discussed with his LBS instructor

Jason has gone through the Prior Learning and Assessment Recognition (PLAR) process and is currently working on his Grade 11 math. The LBS provider has also referred him to Al-Anon to access other supports to help him be successful.

Goal: Independence

Kelly

- is 22 years old
- didn't complete grade 8
- has gaps in her education and skills because she didn't attend school consistently
- wants to be able to count and manage her money

Kelly contacted the local Literacy and Basic Skills (LBS) provider to learn how to count and make simple calculations (how much was her shopping list going to cost). The instructor worked with Kelly to build her financial literacy skills such as

- learning the value of money - i.e. 50 dimes equals a \$5 bill
- counting by 2s, 5s and 10s

Kelly wanted to open a bank account, but was nervous about it. As an activity, Kelly brought all her change into the program, the instructor helped her count and roll it and explained the process of opening a bank account. Kelly went to the bank and opened her first bank account and made her first deposit. She is so excited about the skills she is learning that she now wants to move on to learning how to understand recipes to help manage her own health.

Goal: Post-secondary

Frank

- is aboriginal
- is a 55 year old worker
- started in the Mill when he was 17
- has his Millwright ticket
- doesn't have his Grade 12 diploma

Frank would like to move up in the company but not having his Grade 12 diploma is a barrier. He contacted the local Literacy & Basic Skills (LBS) program for help. He is working on Academic Upgrading (AU) courses to receive an Academic & Career Entrance Certificate (ACE) and then move on to a post-secondary program. He is excited about the new opportunities his further education will provide.

Goal: Grade 12 Ontario Secondary School Diploma (OSSD)

Michelle

- is 25 years old
- lives with extended family due to immediate family issues
- left school at 15 due to family stress
- needs to work while trying to get her Grade 12 Diploma

The local Employment Service provider

- helped Michelle get part-time employment
- referred her to the local school board's Adult Continuing Education program

The local school board program referred her to the Literacy and Basic Skills (LBS) program.

The LBS program provided a tutor and basic skills training.

Together, the three agencies worked to support Michelle in reaching her goals, including providing her with some options for personal counselling to help cope with the stress in her life.

Michelle is now working on her last lesson towards the completion of her Grade 12 diploma.

Goal: Employment

Susan

- is 36 years old
- moved to a larger community from her remote aboriginal community
- completed grade 6
- has been working in seasonal employment as a janitor and room cleaner
- is underemployed – making just enough to live on
- has decided she wants more out of life
- would like to become a receptionist

Although Susan has some work skills, those skills aren't transferrable to her new choice of employment. She is attending the local Literacy and Basic Skills (LBS) program to improve her literacy and essential skills, and will be referred to the local employment service provider to get help in her job search and resume building.

Goal: Independence

Claire

- is 50 years old
- has worked at a variety of customer service related jobs
- was most recently employed for 10 years as a manager at a small hotel
- has decided to take a break and stay home
- wants to upgrade her public speaking skills

Claire contacted the local LBS program and has been building her skills. She has decided that she might want to follow a public speaking career in the future.

Goal: General Equivalency Diploma (GED) to Postsecondary

Steve

- is 23 years old
- is an Ontario Works (OW) client
- has been out of school for seven years
- has had difficulty in finding direction for his life

Steve knew that further education was the best solution, so he enrolled at the local Literacy & Basic Skills (LBS) program in the fall of 2011. He wanted to get his high school equivalence certificate (GED). He was uncertain of his grammar skills and knew that his math skills were rusty.

With his hard work and dedication, he progressed quickly and was able to write the GED in January 2012. He passed with flying colours and is ready to enter a college business course in the fall of 2012.

Goal: Apprenticeship

Dave

- is 37 years old
- attempted the plumber journeyman exam two times but didn't pass

Dave enrolled in the Trades Exam Support class at the local Literacy & Basic Skills (LBS) program in October 2011. Dave's learning plan focussed on reading comprehension, test-taking strategies and good study habits. He gained confidence from the supportive environment in class and having access to practise tests. His test results steadily improved. By mid-January he felt well-prepared and tried the exam again. This time he was successful! Dave may return to get help with an additional trades ticket.

Goal: Employment

William

- is 41 years old
- worked in the forestry industry for over 20 years
- was laid off and wants to get re-trained
- doesn't have skills that meet the labour market needs

William went to the local employment service provider and talked with the resource centre people. They encouraged him to make an appointment with an employment counsellor to discuss his options. Through an assessment it was determined that William was eligible for Second Career and his counsellor worked with him to submit the application. As part of his application, he was granted one year of upgrading at the local Literacy & Basic Skills (LBS) agency. He wanted to brush up his computer and reading skills as well as his writing skills to help prepare him for college.

William is now looking forward to his second year of the Mechanical Engineering Technician course.

Step-by-Step Guide to the Toolkit

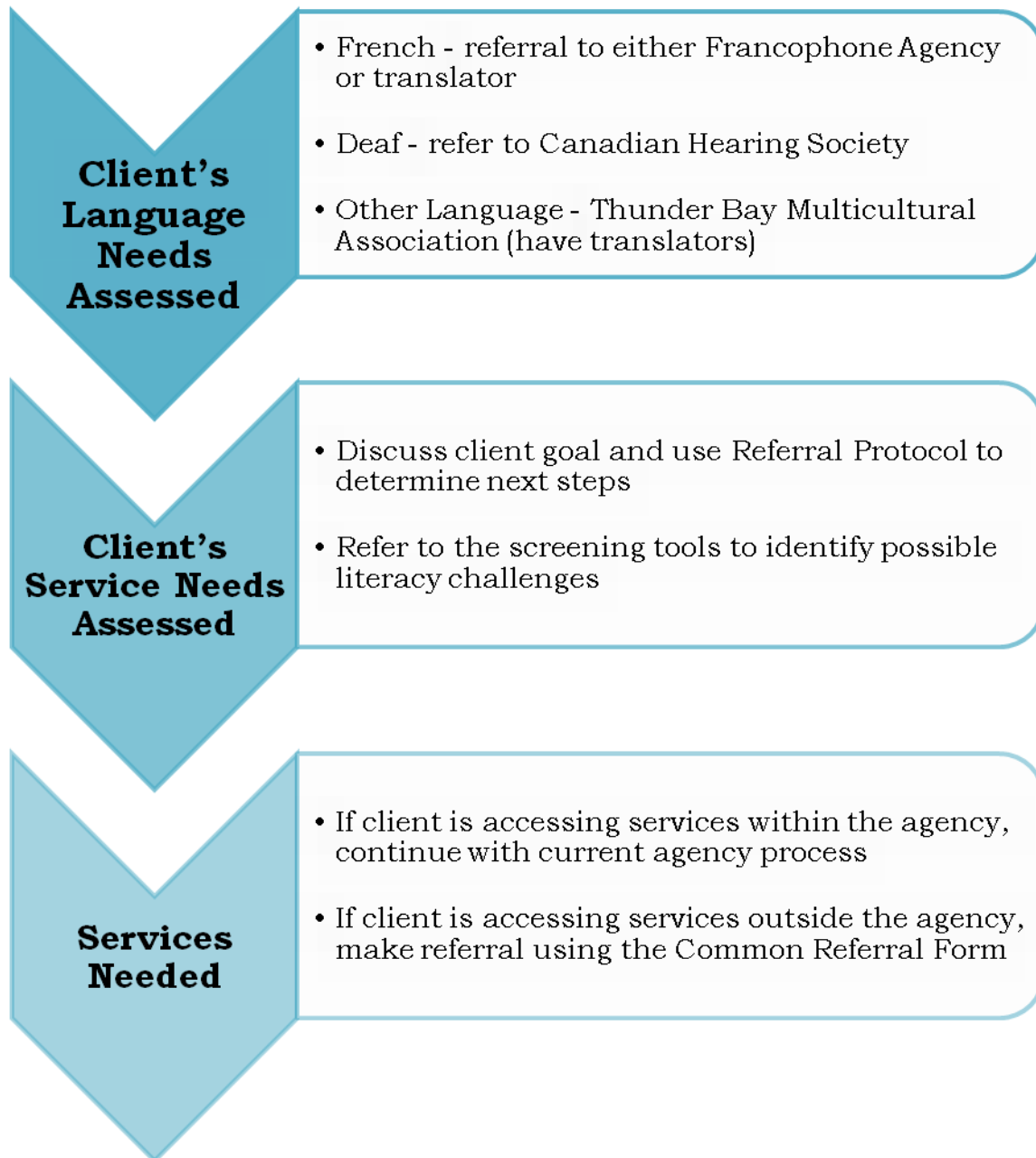
Service providers may use any or all of the tools at various times, for different purposes and in a variety of ways to best serve their clients.

Tools created through this project can be easily adapted for individual agency or community use. These tools can be accessed from the resource library on our website at www.northernliteracy.ca.

Some of the tools in this kit have been created by other agencies. If you wish to adapt one of those tools, please contact the agency first, for permission.

When meeting with the client, the following three steps need to be taken to determine if a referral is needed.

1. Client's language needs assessed.
2. Client's service needs assessed.
3. Determine services needed.



Referral Protocol Process

Introduction

This protocol is not meant to replace your current initial intake process.** This protocol is meant to help determine the best referral for a client that does not have the academic skills required to move on to their next step.

This process is

- **not** meant to replace your initial intake process**
- meant to help you determine the best referral for a client that doesn't have the academic skills they need to move on to their next step

We are using the goal paths identified in the Ontario Adult Literacy Curriculum Framework (OALCF). The OALCF was released by the Ministry of Training, Colleges & Universities (MTCU), Literacy and Basic Skills (LBS) Section in 2011.

Client goal paths and descriptions

Below is a list of the goal paths as well a brief description. We have used the OALCF Goal Path Descriptions by MTCU for each path.

Apprenticeship – defined as on-the-job workplace training for those who want a career in the skilled trades. ¹ (see Referral Protocol for Apprenticeship Goal Path)

Employment – defined as

- obtaining employment
- keeping a current job
- advancing at the workplace ²

(see Referral Protocol for Employment Goal Path)

Independence – defined as four broad categories that are based on a learner’s particular need

- manage basic needs
 - manage health
 - manage personal issues and relationships
 - participant fully as a member of the community ³
- (see Referral Protocol for Independence Goal Path)

Post Secondary Education – defined as programs offered at colleges or universities in which a high school completion or equivalency is the normal entrance requirement. It also includes

- high school equivalency (GED)
 - Academic Career Entrance (ACE) ⁴
- (see Referral Protocol for Post Secondary Education Goal Path)

Secondary School Credit – defined as getting an Ontario Secondary School Diploma (OSSD) and/or specific credit courses required for entry into postsecondary institutions or apprenticeship programs. Includes study through the Independent Learning Centre (ILC).⁵ (see Referral Protocol for Secondary School Credit Goal Path)

**Please note: It is assumed that each client has been through the initial Assessment of Clients as outlined in the Employment Ontario (EO) Information and Referral Resource Guide (May 2008).

¹ OALCF Goal Path Description for Practitioners and Learners-Apprenticeship, p.3

² OALCF Goal Path Description for Practitioners and Learners-Employment, p.2

³ OALCF Goal Path Description for Practitioners and Learners-Independence, p.2

⁴ OALCF Goal Path Description for Practitioners and Learners-Postsecondary Education, p.2

⁵ OALCF Goal Path Description for Practitioners and Learners-Secondary School Credit, p.2

The Information and Referral Resource Guide

- provides a framework for information and referral (http://www.tcu.gov.on.ca/eng/eopg/publications/ir_resource_pkg_2008.pdf)
- helps to determine if the client is in need of immediate supports in the areas of finances, health and social services
- helps to determine if the client needs either employment or training options

An online MTCU referral guide is also available from the MTCU website -

<http://www.tcu.gov.on.ca/eng/eopg/tools/referralguide.html>

Apprenticeship

1. Determine client goal – Apprenticeship (type, etc.)
2. Does client have the skills required for that goal? (Based on the initial screening tool and/or discussions with the client)

- a. **Yes** – then refer client to appropriate service provider

Employment Service providers can help clients

- find employers to work with
- complete an application for the Loans for Tools program
- work through the apprenticeship application process

Local MTCU Ministry Apprenticeship office has information about apprenticeship in Ontario

<http://www.tcu.gov.on.ca/eng/employmentontario/training/index.html>

- b. **No** – What skills does the client need? – go to next page

Skills Needed	Refer to
<p>Skills upgrading (including certificates & licenses)</p> <p>i.e. Math, test taking, reading writing, comprehension, etc.</p>	<p>Literacy & Basic Skills Agency</p> <p>(Community-based agencies and Community Colleges)</p>
<p>Grade 12 Ontario Secondary School Diploma (OSSD)</p>	<p>Local School Board – Adult Education</p> <p>Independent Learning Centre</p>
<p>Grade 12 equivalent General Equivalency Diploma (GED)</p>	<p>Literacy & Basic Skills Agency</p> <p>GED Preparation</p> <p>Community College</p> <p>Private Education Providers</p> <p>Independent Learning Centre</p>
<p>Grade 12 equivalent Academic Career Entrance Certificate (ACE) – helpful if the client plans to go into a postsecondary program at the College</p>	<p>Community College Upgrading</p> <p>Local ACE provider -available in some communities, contact the Literacy & Basic Skills Agency for more information</p> <p>ACE Distance Learning</p>
<p>Other certificates or licenses</p>	<p>Employment Service Agency</p>

Employment

1. Determine client goal – Employment (type, etc.)
2. Does client have the skills required for that goal? (Based on the initial screening tool and/or discussions with the client)
 - a. **Yes** – then refer client to appropriate service provider

Employment Service providers can help clients become employed by helping them with

- resume writing
 - job search training
 - interview preparation
 - on the job support for both the employer and employee
- b. **No** – What skills does the client need? – go to the next page

To find out the job related skills that the client may need, you can refer to the Human Resources and Skills Development Canada’s (HRSDC) Essential Skills Profiles.

http://www10.hrsdc.gc.ca/English/ES_profiles.aspx.

Skills Needed	Refer to
<p>Skills upgrading to allow client to be able to fulfill the job requirements (including certificates & licenses) i.e. counting cash, math/numeracy tasks, report writing, completing forms or comprehending written information, writing reports, etc.</p>	<p>Literacy & Basic Skills Agency - Community –based agencies and some Community Colleges</p>
<p>Grade 12 Ontario Secondary School Diploma (OSSD)</p>	<p>Local School Board – Adult Education Independent Learning Centre</p>
<p>Grade 12 equivalent General Equivalency Diploma (GED)</p>	<p>Literacy & Basic Skills Upgrading (GED Preparation) Community College Private Education Providers Independent Learning Centre</p>
<p>Grade 12 equivalent Academic Career Entrance Certificate (ACE) – helpful if the client plans to go into a postsecondary program at the College</p>	<p>Community College Upgrading Local ACE provider - available in some communities, contact the Literacy & Basic Skills Agency for more information ACE Distance Learning</p>
<p>Other certificates or licenses</p>	<p>Employment Service Agency</p>

Independence

1. Determine client goal – Independence (type, etc.)
2. Does client have the skills required for that goal? (based on the initial screening tool and/or discussions with the client)

a. **Yes** – then refer client to appropriate service provider

Depending upon client’s independence need(s), they could be referred to

- a Literacy & Basic Skills (LBS) agency
- another education provider
- a community agency for additional help

If the assessment shows that the client doesn’t need upgrading, they may be exited from the program.

b. **No** – What skills does the client need?

Skills Needed	Refer to
<p>Any task that requires skills upgrading that impacts the client’s life at home, work or in the community.</p> <p>i.e. reading to children/grandchildren, balance a chequebook, vote in an election, etc.</p>	<p>Literacy & Basic Skills Agency - Community –based agencies and some Community Colleges</p>
<p>Other personal development skills etc.</p>	<p>Independent Living Resources Centre Other Community Support Service Agencies</p>

Postsecondary Education

1. Determine client goal – Postsecondary education

Should they go to

- Community College
- Private College
- University

2. Does client have the skills required for that goal? (Based on the initial screening tool and/or discussions with the client, as well as the entrance requirements)
 - a. **Yes** – then refer client to appropriate service provider

Community Private Colleges offer

- General Equivalency Diploma (GED)
- Ontario Secondary School Diploma (OSSD)
- option to write the Mature Student Assessment
- Academic Career Entrance (ACE) certificate (available at Ontario colleges in the upgrading section)

University – each area of study has different requirements, which can be found on university website.

- b. **No** – What skills does the client need? – go to the next page

Skills Needed	Refer to
Skills upgrading to allow client to be able to be successful in the Mature Student Assessment, GED preparation	Literacy & Basic Skills Agency - Community –based agencies and some Community Colleges
Grade 12 Ontario Secondary School Diploma (OSSD)	Local School Board – Adult Education Independent Learning Centre
Grade 12 equivalent General Equivalency Diploma (GED)	Literacy & Basic Skills Upgrading GED Preparation Community College Continuing Education Department Independent Learning Centre Private Education Providers
Grade 12 equivalent Academic Career Entrance Certificate (ACE) – helpful if the client plans to go into a postsecondary program at the College	Community College Upgrading Local ACE provider - available in some communities, contact the Literacy & Basic Skills Agency for more information ACE Distance Learning

Secondary School Credit

1. Determine client goal – Secondary School Credit – Ontario Secondary School Diploma (OSSD)

2. Does client have the skills required for that goal? (Based on the initial screening tool and/or discussions with the client, as well as the entrance requirements)
 - a. **Yes** – then refer client to appropriate service provider
 - b. **No** – What skills does the client need?

Skills Needed	Refer to
Skills upgrading that a client would need in order to successful in completing Secondary School courses. Once client has met their learning goals, refer to appropriate service provider	Literacy & Basic Skills Agency
Grade 12 Ontario Secondary School Diploma (OSSD) – available online and in-class setting	Local School Board – Adult Education Independent Learning Centre
Prior Learning Assessment Recognition (PLAR) – clients may obtain credits for prior learning including knowledge or skills acquired in formal and informal settings	Local School Board – Adult Education

Common Referral Form

Date of Referral (dd/mm/yy) _____

Referring Agency Name			
Contact Name		Email	
Telephone		Fax	

Client's Name		EOIS-CaMS #	(Optional)
Address		Date of Birth	(Optional)
Telephone #		Email	
Language	<input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> American Sign Language		
Client consent to share contact and/or personal information.			
I give permission to _____(referring agency)_____to share my information with the agencies checked off below. This information will be kept private and confidential.			
Client Signature _____		Date _____	
Case Manager/Practitioner Signature _____		Date _____	

Referral Information	
Refer to	Referral for
<input type="checkbox"/> Employment Service Agency <input type="checkbox"/> MTCU Apprenticeship Consultant <input type="checkbox"/> Literacy & Basic Skills Agency <input type="checkbox"/> Secondary School Upgrading <input type="checkbox"/> Confederation College <input type="checkbox"/> Other Education Provider <input type="checkbox"/> Ontario Disability Support Program <input type="checkbox"/> Ontario Works <input type="checkbox"/> Counselling <input type="checkbox"/> Other community supports (i.e. food banks, shelters, etc.) _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Apprenticeship information <input type="checkbox"/> Counselling <input type="checkbox"/> Job search/Resumes <input type="checkbox"/> Literacy Assessment & Services <input type="checkbox"/> Mature Student Assessment <input type="checkbox"/> Personal/living services <input type="checkbox"/> Post-secondary programming <input type="checkbox"/> Red Seal Exam information <input type="checkbox"/> Second Career Application <input type="checkbox"/> Self-Employment Benefits Program <input type="checkbox"/> Other _____

<p>Follow-up Requested by Referring Agency</p> <p><input type="checkbox"/> Yes follow-up by <input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> email (using information above)</p> <p><input type="checkbox"/> Confirm receipt of referral by returning signed copy to referring agency</p> <p>Received by Name _____ Initials _____ Date _____</p> <p><input type="checkbox"/> No follow-up needed</p> <p><input type="checkbox"/> Follow-up with the actions taken as a result of the referral (e.g. assessment completed, registered in an LBS program)</p>

Initial Screening Tools

These are some resources to help service providers guide the conversation about literacy

- Essential Skills Checklist
- Sensitive Language for a Sensitive Topic
- Literacy & Essential Skills Awareness Guide

Essential Skills Checklist (created by Literacy Network Northeast)

Document Use - Can you	Yes	No
use words, colours or shapes to find information in a document?	<input type="checkbox"/>	<input type="checkbox"/>
write or use to-do-lists?	<input type="checkbox"/>	<input type="checkbox"/>
read and understand common symbols and signs?	<input type="checkbox"/>	<input type="checkbox"/>
locate and fill in information on forms, charts or tables? Use maps to find or give directions?	<input type="checkbox"/>	<input type="checkbox"/>
use a table of contents or index page to find information?	<input type="checkbox"/>	<input type="checkbox"/>
Reading - Can you	Yes	No
read and understand familiar names, words and simple sentences?	<input type="checkbox"/>	<input type="checkbox"/>
scan an e-mail or memo and understand its meaning?	<input type="checkbox"/>	<input type="checkbox"/>
read and follow written instructions (recipe, prescription bottle)?	<input type="checkbox"/>	<input type="checkbox"/>
refer to handbooks and manuals to use a new piece of equipment (stereo, TV)?	<input type="checkbox"/>	<input type="checkbox"/>
read and understand formal documents (household bills, credit card agreements, insurance policies)?	<input type="checkbox"/>	<input type="checkbox"/>
Writing - Can you	Yes	No
write telephone messages, short lists, notes or e-mails?	<input type="checkbox"/>	<input type="checkbox"/>
write memos or faxes to ask for information?	<input type="checkbox"/>	<input type="checkbox"/>
express your opinion in a one page letter or report?	<input type="checkbox"/>	<input type="checkbox"/>
use correct grammar and spelling at all times?	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy - Can you	Yes	No
write cheques and complete bank deposit slips?	<input type="checkbox"/>	<input type="checkbox"/>
add, subtract, multiply and divide numbers?	<input type="checkbox"/>	<input type="checkbox"/>
create and follow a budget?	<input type="checkbox"/>	<input type="checkbox"/>
estimate the cost of your grocery bill?	<input type="checkbox"/>	<input type="checkbox"/>
tell if a cashier gives you the wrong amount of change?	<input type="checkbox"/>	<input type="checkbox"/>
estimate the amount of tax you will pay on a purchase?	<input type="checkbox"/>	<input type="checkbox"/>

Oral Communication – Can you	Yes	No
leave a brief phone message?	<input type="checkbox"/>	<input type="checkbox"/>
give simple instructions?	<input type="checkbox"/>	<input type="checkbox"/>
listen to and follow instructions?	<input type="checkbox"/>	<input type="checkbox"/>
ask others for help or information?	<input type="checkbox"/>	<input type="checkbox"/>
express your opinions and ideas clearly so others understand?	<input type="checkbox"/>	<input type="checkbox"/>
Computer Use – Can you	Yes	No
enter a code into a system (bank machine, alarm system)?	<input type="checkbox"/>	<input type="checkbox"/>
use a mouse to click and open programs and files?	<input type="checkbox"/>	<input type="checkbox"/>
use a computer, cell phone, fax machine and photocopier?	<input type="checkbox"/>	<input type="checkbox"/>
send and reply to an e-mail?	<input type="checkbox"/>	<input type="checkbox"/>
create a cover letter and resume using a computer?	<input type="checkbox"/>	<input type="checkbox"/>
use Internet search engines to find specific information?	<input type="checkbox"/>	<input type="checkbox"/>
create documents such as tables, charts and graphs?	<input type="checkbox"/>	<input type="checkbox"/>

If your client answered “No” to any of these questions, they would benefit from a skills training program.



Sensitive Language for a Sensitive Topic

There is no denying the power of words. The words we use change based on who we are speaking to and in different environments. Use the suggestions in this chart when working with a client with potential literacy issues.

What not to say

What to say

Literacy	<ul style="list-style-type: none">• skills upgrading/training
Illiterate	<ul style="list-style-type: none">• difficulty with reading, writing, communications and math
Go back to school	<ul style="list-style-type: none">• upgrade your skills• improve your skills as a first step before a job search
School	<ul style="list-style-type: none">• skills upgrading/training
Stupid or Slow Learner	<ul style="list-style-type: none">• have learning difficulties• have learning challenges• have barriers to learning including a rough personal life• had trouble in early education
I.Q./Intelligence Tests/Test	<ul style="list-style-type: none">• skills based assessment to measure strengths and identify areas that can be improved• find your current level, identify strengths and areas you can improve in• screening tool
Send to program X	<ul style="list-style-type: none">• offer an opportunity to attend an upgrading program
Fail/failed	<ul style="list-style-type: none">• unsuccessful• the program was not the right fit

Literacy and Essential Skills Awareness Guide

**EMPLOYMENT
ONTARIO**

Developed by Literacy Ontario Central South, Ottawa Community Coalition
for Literacy & Literacy Link Eastern Ontario (2009)

Used with Permission and adapted by Literacy Northwest (2012)

Credits

The following Regional Literacy Networks in Eastern Ontario developed the **Literacy and Essential Skills Awareness Guide**

Literacy Ontario Central South (LOCS)

Ottawa Community Coalition for Literacy (OCCL)

Literacy Link Eastern Ontario (LLEO)

The networks would like to thank the Employment Service Providers across the eastern region of Ontario that allowed us the opportunity to meet with them and review any needs assessment currently being used with adults seeking services.

The networks would like to thank the team from Centre Moi j'apprends for translation and adaptation services provided to this project.

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Cette publication est disponible en français.

EMPLOYMENT ONTARIO

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Adapted by LNW, 2012

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Literacy and Essential Skills Awareness Guide

The **Literacy and Essential Skills Awareness Guide** provides tips to assist you to identify clients who need to improve their Literacy and Essential Skills. Some clients will have to upgrade these skills in order to be successful in completing the terms of the Back/Return to Work Action Plan. We have included questions you can ask clients in order to find out more about their educational background and literacy skills as well as information to guide your interpretation of their responses.

The **Guide** also identifies the adult regional literacy network in your area. The network can provide information, referral services and, in some cases, literacy assessments for clients you think may benefit from Literacy and Essential Skills programming.

What are the signs your client may need Literacy and Essential Skills training?

Many adults will not reveal they have a literacy problem, and in some cases they don't recognize that they have a need. Literacy is more than being able to read or write. It also includes

- oral communication
- computer skills
- problem solving
- working with others

Very few adults (less than 1%) aren't able to read or write. However, 42% of Canadian adults don't have the literacy skills to fully cope in today's technological and information-based society. Many adults have developed great coping strategies over the years and are quite adept at hiding their problem.

It is important to know that an adult's literacy level may not correlate with educational attainment. This means that someone who has a Grade 12 diploma doesn't necessarily have adequate literacy skills that correspond with that grade level. As mentioned, many adults with low levels of literacy do not recognize they have a problem or that literacy challenges are preventing them from achieving their goals.

What to watch for

- ✓ tendency to fidget
- ✓ quick eye movements when reading
- ✓ slower than normal writing speed
- ✓ a finger used as a guide on the page when reading
- ✓ habit of mouthing the words when reading silently
- ✓ difficulty filling out forms
- ✓ misuse of upper and lower case letters
- ✓ use of illustrations or other aids to 'guess' words and meaning

What to listen for

- ✓ "I don't have time to fill these papers out now. Can I take them home?"
- ✓ "I'll read it later."
- ✓ "My spelling is not very good."
- ✓ "I'll remember, just tell me."
- ✓ "I forgot my glasses."
- ✓ "The lighting is very poor in here. If I tell you the answers, could you fill in the form?"

Other signs

- ✓ appears to lack motivation
- ✓ makes little or no eye contact
- ✓ is slow to follow instructions
- ✓ is consistently late or very early for appointments
- ✓ never writes down appointments or takes any kind of notes

Finding out if your client can benefit from Literacy and Essential Skills services

If you have concerns, try asking your client some of the questions below. Have a conversation with your client. **This is not a test!**

We have included some information to guide your interpretation of your client's responses. Some answers may indicate there may be other issues the client needs to deal with. Also, the overall responses (rather than one response) should be considered when deciding if the client would benefit from Literacy and Essential Skills training.

Note: We have provided a **Report Form** (Appendix 2) for recording your client's responses and your comments.

It is important to note that a client may continue to work with you while upgrading at a Literacy and Basic Skills (LBS) agency. In some cases, a client must complete the training in the LBS agency as a first step to achieving a long-term goal (e.g. Second Career).

Note: When a client's first language isn't English or French, it may be more appropriate to refer the client to an English-as-a-Second-Language or a French-as-a-Second-Language program.

Questions

1) What was the last grade of school you completed?

Answer	Recommendation
Grade 8 or less	May refer to LBS
Grade 9 to 12	May refer to LBS
Upgrading	May refer to LBS
GED*	May refer to LBS
Post Secondary (did not complete)	May refer to LBS

*

Some employers, colleges and universities do not accept the GED.

a) At what school? (Name, City, Province, etc.)

This question is asked because not all schools are alike and they change over time. You want to try to find out what type of school your client attended – a vocational or technical high school, some kind of special education program or a small rural school that may have had limited resources.

These are just a few possibilities that could indicate you should refer your client to a Literacy and Basic Skills (LBS) agency for skills upgrading prior to entering training or looking for employment.

b) When?

You may refer a client to an LBS agency to refresh and upgrade skills who has been out of high school five or more years, and did not graduate.

The education system has changed over the years. A Grade 12 completed 20 years ago may be very different from one completed two years ago. In some cases, you may refer a client to an LBS agency to develop new skills (e.g. computer).

A client may not have used a particular skill over the past several years (e.g. measurement) but may be required to use it in a new job or training opportunity. It would be appropriate for you to refer this client to an LBS agency to refresh this skill.

Do you feel you have the skills of your last grade completed?

Your client may feel some skills have weakened because they have not been used for several years. You may refer your client to a Literacy and Basic Skills (LBS) agency to refresh these skills in order to be better prepared for a new job or further training.

2) What subjects did you enjoy and do well in at school? What subjects were difficult for you?

The subjects that were enjoyable and successful for your client (as well as those that presented problems) can likely be identified. The former may indicate building blocks for further training and the latter areas that require attention in order for your client to succeed.

You may refer your client to an LBS agency to assist with realistic goal setting and refresh skills in subjects not used for a number of years. The client may have less difficulty with these subjects if the LBS agency provides the training in a different format. The agency can also help the client to understand why the subjects are relevant.

3) Were you ever tested for learning disabilities? If you were, do you remember anything about the results?

This question gives the client the opportunity to disclose any learning disabilities and how they affected school performance. You may also get information from your client about the test results and strategies used to cope with the learning disability.

You may refer your client to an LBS agency for further assessments and training.

4) Did you ever miss school for long periods of time?

This question gives the client the opportunity to talk about the reasons for educational gaps. It also allows the client to explain why school was not completed or took a long time. You may find out about the circumstances or behaviour that made success at school difficult for your client.

You may feel that now is a better time for your client to work on education in an adult setting through an LBS agency.

5) How do you feel about your reading, writing and math skills?

This question is non-threatening (as opposed to “Can you read and write well?”) and gives the client the opportunity to talk about their feelings about these skills. Sometimes a client will recognize which skills are strong and which need further development but may not be aware of the need to upgrade some skills in order to move forward.

You may refer the client to an LBS agency to further develop reading, writing and math skills, especially those that directly relate to education and employment goals.

6) Do you have a computer at home? If you do, how do you use it?

This question gives the client the opportunity to talk about comfort with a computer and how it is used. The client may also identify other computer skills to develop in order to meet their goal.

You may refer your client to an LBS program to learn basic computer skills as well as reading, writing and math.

7) Do you have a driver's licence?

This question gives the client the opportunity to demonstrate the ability to study and prepare for written and practical tests. It also will confirm whether your client has a skill that many employers require.

You may refer a client without a driver's licence to an LBS agency to learn how to study and prepare for the written test.

**8) Do you have any other licences or certificates that are up-to-date?
(CPR, Smart Serve, etc.)**

This question gives the client the opportunity to talk about other types of training taken successfully and the certificates employers may require. If the client has taken other forms of training, this shows a willingness and ability to learn new skills outside of the traditional education system.

When licenses or certificates are required to meet a goal, you may refer your client to an LBS agency to prepare for the examination.

a) Where did you take the training? When?

These questions give the client the opportunity to identify both where and when the training took place.

You may refer your client to an LBS agency to prepare for re-certification when licences or certificates need to be renewed.

Regional Literacy Network

Literacy Northwest

1116 Waterford Street

Thunder Bay, ON P7B 5R1

Phone 807-622-6666 Toll-free 1-800-461-9294)

Fax 807-622-5100

Email admin@literacynorthwest.on.ca

Website www.northernliteracy.ca

Report Form

Date _____ **Client's Name** _____

Client's Goal _____

Employment Counsellor _____

Question	Response	Comments
1. What was the last grade of school you completed? a) At what school? b) When? c) Do you feel you have the skills of your last grade completed?		
2. What subjects did you enjoy and do well in at school?		
3. What subjects were difficult for you?		
4. Were you ever tested for learning disabilities? If you were, do you remember anything about the results?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5. Did you ever miss school for long periods of time?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6. How do you feel about your reading, writing and math skills?	I need to improve <input type="checkbox"/> I'm comfortable <input type="checkbox"/>	
7. Do you have a computer at home? If you do, how do you use it?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

8. Do you have a driver's licence?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
9. Do you have any other licences or certificates that are up-to-date? (CPR, Smart Serve, etc.) a.) Where did you take the training? When?	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Regional Directory

for Employment Service and Literacy & Basic Skills Providers

This directory is to be used only as a quick reference tool. It is specific to only to Service Providers who work with Adults. It doesn't include listings for high schools offering services to youth.

Information was current at the time of printing. For most up-to-date information, please contact the provider for specific details.

Information was gathered via surveys or online research.

Atikokan

Employment Service	Literacy & Basic Skills
Atikokan Employment Centre 214 Main Street West (P.O. Box 116) Atikokan, ON P0T 1C0 Telephone (807) 597-2485 Fax (807) 597-2520 www.atikokaninfo.com	Atikokan Literacy Inc. Adult Learning Centre 25 Rawn Rd (P.O. Box 2116) Atikokan, ON P0T 1C0 Telephone (807) 597-1242 Fax (807) 597-4682

Dryden

Employment Service	Literacy & Basic Skills
Northwest Employment Works 30 Earl Avenue Dryden, ON P8N 1X5 Telephone (807) 223-4006 Fax (807) 223-5242 www.northwestworks.ca	Dryden Literacy Association 8 Whyte Avenue Dryden, ON P8N 1Y9 Telephone (807) 223-6486 Fax (807) 223-5156

Ear Falls

Employment Service	Literacy & Basic Skills
<p data-bbox="186 380 781 464">Red Lake Career & Employment Services</p> <p data-bbox="250 573 703 659">Spruce Street Ear Falls 2000 Ear Falls, ON P0V 2M0</p> <p data-bbox="250 709 659 800">Telephone (807) 222-1087 Fax (807) 222-1094</p> <p data-bbox="250 850 558 884">www.redlakejobs.ca</p>	<p data-bbox="823 380 1373 464">Red Lake District Adult Learning Centre</p> <p data-bbox="886 573 1235 659">14 Spruce Street Ear Falls, ON P0V 1T0</p> <p data-bbox="886 709 1292 743">Telephone (807) 222-2413</p> <p data-bbox="886 825 1354 858">www.redlakeadultlearning.org</p>

Fort Frances

Employment Service	Literacy & Basic Skills
<p>NCDS Employment Resource Centre</p> <p>304 Scott Street – Fort Frances, ON P9A 1G9</p> <p>Telephone (807) 274-2282 Fax (807) 274-2352</p> <p>Satellite Office – Fire # 5967 Hwy 11/17 - Emo, ON</p> <p>Telephone/Fax (807) 482-1304</p> <p>www.ncds4jobs.ca</p>	<p>United Native Friendship Centre Wiinisidotam Adult Literacy Program</p> <p>516 Portage Avenue (P.O. Box 752) Fort Frances, ON P9A 1M7</p> <p>Telephone (807) 274-8541 Fax (807) 274-4110</p> <p>www.unfc.org</p> <hr/> <p>Valley Adult Learning Association</p> <p>241 C Second Street East Fort Frances, ON P9A 1M7</p> <p>Telephone (807) 274-3553 Fax (807) 274-2838</p> <p>www.vala.ca</p>

Geraldton

Employment Service	Literacy & Basic Skills
<p>MTW Employment Services</p> <p>203 Main Street Geraldton, ON P0T 1M0</p> <p>Telephone (807) 854-1234 Fax (807) 854-2522</p> <p>101 King Street Longlac, ON P0T 2A0</p> <p>Telephone (807) 876-4222 Fax (807) 876-1025</p> <p>www.mtwjobassist.ca</p>	<p>Centre de formation pour adultes de Greenstone</p> <p>401, Main Street (C.P. 1268) Geraldton, ON P0T 1M0</p> <p>Téléphone (807) 854-0398</p> <p>www.cfag.ca</p> <p>Confederation College</p> <p>300 Beamish Avenue (P.O. Box 368) Geraldton, ON P0T 1M0</p> <p>Telephone (807) 854- 0652 Fax (807) 854-0809</p> <p>www.confederationc.on.ca</p>

Ignace

Employment Service
<p>Crossroads Employment Services</p> <p>312 Pine Street (P.O. Box 1227) Ignace, ON P0T 1T0</p> <p>Telephone (807) 934-6874 Fax (807) 934-6563</p> <p>www.crossroadsemploymentservices.ca</p>

Kenora

Employment Service	Literacy & Basic Skills
<p>Lake of the Woods Employment Action Project</p> <p>25 Main Street South Kenora, ON P9N 1S8</p> <p>Telephone (807) 468-1911 Fax (807) 468-6940</p> <p>www.leapforjobs.ca</p>	<p>Kenamatewin Native Learning Centre</p> <p>152 Main Street South P.O. Box 10003 Kenora, ON P9N 1S9</p> <p>Telephone (807) 468-8052 Fax (807) 468-3995</p>
	<p>Lake of the Woods Adult Learning Line</p> <p>#203-115 Chipman Street Kenora, ON P9N 1V7</p> <p>Telephone (807) 468-8202 Fax (807) 468-3921</p>

Manitouwadge

Literacy & Basic Skills

Centre de formation Manitouwadge Learning Centre

33 Shebandowan (Box 632)
Manitouwadge, ON P0T 2C0

Telephone (807) 826- 4362

Fax (807) 826-4917

Marathon

Employment Service

Northwest Employment Works

51 Peninsula Road, Suite 111, North Block
(P.O. Box 100)
Marathon, ON P0T 2E0

Telephone (807) 229-3223

Fax (807) 229-3084

www.northwestworks.ca

Nipigon

Employment Service	Literacy & Basic Skills
<p>YES Employment Services North Shore Communities Office</p> <p>177 Railway Street Nipigon, ON P0T 2J0</p> <p>Telephone (807) 887-5465</p> <p>www.yesjobsnow.com</p>	<p>Superior North Literacy</p> <p>177 Railway Street (Box 849) Nipigon, ON P0T 2J0</p> <p>Telephone (807) 887-3654 Fax (807) 887-2524</p> <p>www.nipigonliteracy.com</p>

Red Lake

Employment Service	Literacy & Basic Skills
<p>Red Lake Career & Employment Services</p> <p>146 Howey Street (Box 223) Red Lake, ON P0V 2M0</p> <p>Telephone (807) 727-2297 Fax (807) 727-1176</p> <p>www.redlakejobs.ca</p>	<p>Red Lake District Adult Learning Centre</p> <p>232 Howey Street (Box 505) Red Lake, ON P0V 2M0</p> <p>Telephone (807) 727-3207 Fax (807) 727-3573</p> <p>www.redlakeadultlearning.org</p>

Schreiber-Terrace Bay

Literacy & Basic Skills
<p>Schreiber-Terrace Bay Adult Learning Association</p> <p>204 Alberta Street Schreiber, ON P0T 2S0</p> <p>Telephone (807) 824-3164 Fax (807) 824-3232</p> <p>www.schreiberliteracy.com</p>

Sioux Lookout

Employment Service	Literacy & Basic Skills
<p>Sioux-Hudson Employment Services</p> <p>70 Wellington Street, Room 107 (Box 126) Sioux Lookout, ON P8T 1A1</p> <p>Telephone (807) 737-1672 Fax (807) 737-4685</p> <p>www.siouxlookoutjobs.com</p>	<p>Sioux Hudson Literacy Council</p> <p>73 King Street, Suite 103 (Box 829) Sioux Lookout, ON P8T 1B2</p> <p>Telephone (807) 737-8022 Fax (807) 737-3201</p> <p>www.siouxhudsonliteracy.com</p>

Thunder Bay

Employment Service	Literacy & Basic Skills
<p>Northwest Employment Works</p> <p>1450 Nakina Drive (Box 398) Thunder Bay, ON P7C 4W1</p> <p>Telephone (807) 473-3829 Fax (807) 622-1662</p> <p>www.northwestworks.ca</p>	<p>Centre d'Alphabetisation Alpha Thunder Bay</p> <p>292, rue Court Sud Thunder Bay, ON P7B 6C6</p> <p>Téléphone (807) 737-8022 Fax (807) 737-3201</p> <hr/> <p>Anishnawbe Skills Development Program</p> <p>401 N. Cumberland Street Thunder Bay, ON P7A 4P7</p> <p>Telephone (807) 345-5840 ext 247 Fax (807) 344-8945</p>
<p>YES Employment Services</p> <p>1116 Waterford Street Thunder Bay, ON P7B 5R1</p> <p>Telephone (807) 623-0768 Fax (807) 622-5649</p> <p>www.yesjobsnow.com</p>	<p>Canadian Hearing Society Northern Literacy & Lifeskills Program</p> <p>#35-125 Syndicate Avenue South Thunder Bay, ON P7E 6H8</p> <p>Telephone (807) 623-1646 TTY (807) 623-5639 Fax (807) 623-4815</p> <p>www.chs.ca</p>

Thunder Bay *continued*

	Literacy & Basic Skills
	<p>Confederation College</p> <p>1450 Nakina Drive (Box 398) Thunder Bay, ON P7C 4W1</p> <p>Telephone (807) 475-6110 ext 6418 or 3723 Fax (807) 473-3703</p> <p>www.confederationc.on.ca</p>
	<p>Thunder Bay Literacy Group</p> <p>2100 Nipigon Road (P.O. Box 10508) Thunder Bay, ON P7B 6T9</p> <p>Telephone (807) 475-7211 Fax (807) 475-7211</p> <p>www.tblg.org</p>

Acronym Glossary

ABEA	Adult Basic Education Association
ACE	Academic & Career Entrance Certificate
ASL	American Sign Language
AU	Academic Upgrading
EO	Employment Ontario
EOIS-CaMS	Employment Ontario Information System – Case Management System
ES	Employment Service
ESL	English as a Second Language
GED	General Equivalency Diploma
HRSDC	Human Resources and Skills Development Canada
ILC	Independent Learning Centre
LBS	Literacy and Basic Skills
LINC	Language Instruction for Newcomers to Canada
LESA	Literacy and Essential Skills Awareness (Guide)
LLEO	Literacy Link Eastern Ontario
LNW	Literacy Northwest
LOCS	Literacy Ontario Central South
MTCU	Ministry of Training, Colleges & Universities
NWO	Northwestern Ontario

OALCF	Ontario Adult Literacy Curriculum Framework
OCCL	Ontario Community Coalition for Literacy
ODSP	Ontario Disability Support Program
OSSD	Ontario Secondary School Diploma – Grade 12 Diploma
OW	Ontario Works
OYAP	Ontario Youth Apprenticeship Program
PAC	Project Advisory Committee
PLAR	Prior Learning Assessment Recognition
TCU	(Ministry of) Training, Colleges & Universities

Definitions

Essential Skills “are the skills needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.” (Human Resources and Skills Development Canada (HRSDC), Essential Skills)

9 Essential Skills

- Reading Text
- Document Use
- Numeracy
- Writing
- Oral Communication
- Working with Others
- Continuous Learning
- Thinking Skills
- Computer Use

Literacy is “...using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential.”
(The International Adult Literacy Survey (IALS))

Literacy involves a continuum of learning to:

- enable an individual to achieve his/her goals
- develop his or her knowledge and potential
- participate fully in the wider society

(United Nations Educational, Scientific and Cultural Organization
(UNESCO))